

**RICHMOND HILL HIGH SCHOOL
WAYNE ANDERSON, PRINCIPAL
SOCIAL STUDIES DEPT.**

**HUSP – AMERICAN PRESIDENTS – CALENDAR OF LESSONS
REVISED JANUARY 2013**

Overview:

This calendar of lessons for American Presidents is intended to introduce students to the presidents who had a profound impact on the development of the United States. Student skills will be developed through exposure to a variety of historical documents. Accordingly, the use of documents of all kinds – including primary sources, maps, videos, and graphs – is essential to engage students in active learning and to strengthen students' analytical skills.

Balanced Literacy and Vocabulary Development:

Balanced literacy strategies should be incorporated into all lessons. Students in our classes are often deficient in reading, writing and study skills. Balanced literacy techniques, including "read alouds," shared reading, guided interactive readings, and the regular use of graphic organizers, are important to use with students so that they can develop their "content literacy" skills.

The systematic development of the students' vocabulary is an essential element in developing literacy strategies. Students should be trained to use the glossary in the text and also be required to bring a small dictionary with them to all classes. Homework assignments may include a list of 4-5 vocabulary words which the students should be instructed to put on "flashcards" (index cards) for study. When making flashcards, students should be instructed to write the vocabulary term on the front of the card, with the actual definition on the reverse side.

Writing Skills & the Use of Graphic Organizers:

The systematic inculcation of writing skills is equally important. Students should be required to write – not merely copy notes – in all classes. It is important to note that teachers must not assume that the students possess any writing skills at all. Students need to be systematically taught each of the following skills:

- ◆ Recall information
- ◆ Develop a thesis statement
- ◆ Organize information in a "four-square" outline format
- ◆ Write an introductory paragraph which includes their thesis statement.
- ◆ Write at least two body paragraphs using information taken from their outline
- ◆ Write a concluding paragraph

Both thematic and DBQ essay writing skills should be taught using the "four-square" outlining technique. It should be noted that DBQ essay writing presents particular problems for students, in that they often tend to simply write about the documents rather than construct an essay answering the question. Teaching students these skills should be made a priority.

Workshop Model:

Active learning may be promoted by utilizing the "workshop model" in which lessons follow a whole group - small group - whole group configuration. Lessons should be motivated with an interesting or provocative picture, cartoon or quote that will be the focus of the day's lesson. The teacher should then model the instructional activity. Students then move into small groups (either dyads or triads) to work collaboratively. While the students are working in their groups, the teacher should actively reinforce collaboration and

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"accountable talk" by circulating among the groups and providing appropriate feedback. All lessons should conclude with an independent summary writing activity, which allows the students time to practice writing in their own words.

It should be noted that, as in all lessons, the teacher must adjust the amount of time needed for modeling and for independent work in groups based on the skill level of their students. With practice the students can be expected to move towards longer periods of time in which they can work productively in their groups.

Frequent Assessment:

Regular frequent assessment is very important. Assessment serves many purposes, including providing feedback for teachers and students. Students regularly take 6 classes in addition to their social studies classes. This means that they are expected to process a great deal of information each day. To be fair to the students, full period tests must be given at the end of each unit of study on the curriculum. Tests should always be preceded by a review lesson which incorporates the use of a take-home study/review sheet.

Essential Skills to Develop:

- Identifying relevant factual materials
- Evaluating conflicting sources and interpretations
- Drawing inferences and conclusions from data
- Recognizing, creating, and testing hypotheses
- Detecting cause-and-effect relationships
- Forming and defending an opinion based upon the critical examination of data
- Interpreting maps, charts, graphs, and visual images
- Recognizing bias and stereotypes
- Recognizing and appreciating different values and assumptions
- Inference building: reinterpreting events in terms of what might have happened

Classroom activities:

- | | |
|---|--|
| • Brainstorming | • Reading for meaning |
| • Note-taking | • Mapping & charting |
| • Questioning | • Critical thinking |
| • Role-playing & simulations | • Critical viewing of pictures |
| • Exploring "what-if" scenarios | • Cooperative learning |
| • Discussing in small groups or in whole class settings | • Presenting – exhibiting knowledge and skills to the entire class |

CALENDAR OF LESSONS:

UNIT 1 – Presidential Foundations

1. **Focus: What do I need to be able to do well in this class?**
Topic: information regarding class policies and procedures, icebreaker activity on U.S. presidents
2. **Focus: How did geography and affect the future development of the US?**
Topic: when and why the colonists came; where they went to; what their economies were like; how geography influenced colonial settlements (New England, Middle, Southern colonies), mercantilism
3. **Focus: What were the causes and effects of the American Revolution?**
Topics: the influence of British colonial democratic practices and new Enlightenment ideas (fr. John Locke and Montesquieu); significance of the Zenger trial in establishing freedom of the press timeline of events leading to the American revolution; Salutary Neglect), Thomas Paine (*Common Sense*), Declaration of Independence
4. **Focus: How did the weakness of the Articles of Confederation lead to the creation of the Constitution?**
Topics: review the strengths (Land Ordinance and Northwest Ordinance) and weaknesses of the Articles (Shays rebellion- must be mentioned) and Great Compromise; Three-Fifths Compromise
5. **Focus: How did the federalist/anti-federalist debate lead to the creation of political parties?**
Topics: Bill of rights, Hamilton vs. Jefferson and its relevance to the Executive Branch
6. **Focus: How does the Constitution prevent the rise of tyranny? (3 days)**
Topics: federalism (division of powers between state and federal governments- day 1); separation of powers among the three branches of government and the way in which “checks and balances” works, Define Judicial Review and link to Marbury v Madison, Elastic Clause (days 2 and 3)
Activity: examination and analysis of the creation, checks and powers of the Executive Branch

UNIT 2 - George Washington through John Quincy Adams

7. **Focus: What events helped shape the development of the Washington Presidency?**
Topics: key precedents set by Washington (Cabinet, Two-term, unwritten constitution); Whiskey Rebellion, Hamilton's Economic program, Neutrality Acts (Washington's Farewell Address)
8. **Focus: Did the presidency of John Adams go too far in restricting civil liberties?**
Topics: Alien and Sedition Acts, XYZ Affair, Virginia and Kentucky resolutions
9. **Focus: What were the highlights of the Jefferson Administration?**
Topics: Louisiana Purchase (strict vs. loose interpretation of the U.S. Constitution), Lewis and Clark expedition, Embargo Act
10. **Focus: How did James Madison and James Monroe promote an “Era of Good Feelings”?**
Topics: War of 1812, Marshall Court, Monroe Doctrine
11. **Focus: What effects did the Industrial Revolution have on the US? (Jefferson- JQ Adams)**
Topics: Industrial Revolution and key inventions (Cotton Gin, “King Cotton”, Transportation (Erie Canal), Factory systems

UNIT 3- Andrew Jackson through James Buchanan

12. **Focus: How did conflicts during Andrew Jackson's presidency reflect the growth of sectional tensions within the nation?**
Topics: spoils system; conflicts over: tariffs; Bank of the U.S., Native Americans and the Trail of Tears(*Worcester v Georgia*), nullification
13. **Focus: How did reform movements attempt to correct abuses in society during the Van Buren and Tyler administrations?**
Topics: Dorothea Dix; abolition movement and women suffrage movement (Seneca Falls- Declaration of Sentiments), Irish immigration and nativism, Temperance Movement
14. **Focus: How did “manifest destiny” impact the growth of the nation during the James K. Polk Administration ?**

Topics: annexation of Texas; Oregon; war with Mexico; Gadsden Purchase

- 15. Focus: How did incidents from the presidencies from Zachary Taylor to James Buchanan cause the Civil War? (2 days)** Topics: Review briefly sectional differences between North and South and evidence of growing conflicts: Compromise of 1850; Kansas Nebraska Act; Dred Scott case; Lincoln-Douglass debate; Harper's Ferry raid; election of Lincoln; secession of southern states.

UNIT 4 - War, Corruption and Industrialization - Abraham Lincoln through Grover Cleveland

- 16. Focus: How did "Mr. Lincoln's War"(Civil War) represent a "Second American Revolution?"**
Topics: Lincoln's redefinition of war goals; Emancipation Proclamation; Gettysburg Address, end of Civil War and restoration of federal supremacy
- 17. Focus: How was Reconstruction during the presidencies of Andrew Johnson and Ulysses s Grant both a success and failure? (2 days)**
Topics: significance of the Freedman's Bureau and the ratification of the 13th; 14th; and 15th amendments; unsuccessful impeachment of Johnson, election of Hayes and the compromise of 1877; students' create a chart showing the failures to protect civil rights: growth of KKK; poll taxes; literacy tests; grandfather clause; Jim Crow laws and *Plessy v. Ferguson* (1896); Booker T Washington vs. WEB DuBois
- 18. Focus: How did the administrations from Chester Arthur to Grover Cleveland promote industry and corruption?** Topics: (Carnegie; Rockefeller; and Morgan); Robber Barons, "captains of Industry", philanthropists, monopolies, trusts, impact of laissez-faire and social Darwinism on the economy and society Sherman Anti-Trust Act; Populist Movement
- 19. Focus: How did the Presidencies from Arthur to Cleveland respond to labor-management conflict?** collective bargaining- Railway Strike of 1877; Haymarket Riot; Homestead Strike; Pullman Strike, Labor leaders (Terence Powderly, Samuel Gompers), Knights of Labor
- 20. Focus: What were the effects of westward movement in the last half of the 19th century? (1862-1900- presidents Lincoln- Cleveland)**
Topics: Homestead Act, Dawes Act, (settling of the frontier), Transcontinental Railroad
- 21. Focus: What were the effects of immigration in the last half of the 19th century? (1862-1900- presidents Lincoln- Cleveland)**
Topics: problems of urbanization, Old Immigrants" vs. "New Immigrants"; reasons for immigration ("push" vs. "pull" factors); "melting pot theory" and actual problems faced by immigrants; revival of nativism and the Know-Nothing Party; Chinese Exclusion Act (1882)

UNIT 5 – Progressivism and Imperialism: William McKinley through Woodrow Wilson

- 22. Focus: How did the Progressive Era attempt to make America more democratic?**
Topics: mini-lesson on the major beliefs, role of muckrakers (*Upton Sinclair The Jungle*) and leaders; women's suffrage; state gov't reforms and Constitutional amendments: 16th; 17th; 18th; and 19th Amendments, initiative, referendum, recall
- 23. Focus: Did Teddy Roosevelt deliver on his promise to give Americans a "Square Deal?"**
Topics: regulation of business and "trust-busting"; consumer protections (Meat Act and Pure Food and Drug Act); limited protection of labor (Anthracite Coal Strike); conservation measures
- 24. Focus: Was the U.S. destined to become an imperialist power?**
Topics: mini-lesson on social, economic, and military causes of imperialism and jigsaw exercise on early US imperialism in the Pacific and Asia: Commodore Perry and the opening of Japan; annexation of Hawaii; Open Door Policy
- 25. Focus: How did the McKinley administration transform America with the Spanish-American War?**
Topics: causes and effects of the Spanish American War (Yellow Journalism, atrocities in Cuba, economic interest in Caribbean, De Lome letter, sinking of the U.S.S. *Maine*); Treaty of Paris (1898); debate over the annexation of the Philippines

26. Focus: What actions did Teddy Roosevelt take to expand US influence in Latin America?

Topics: Roosevelt Corollary to the Monroe Doctrine; “Big Stick” policy and the Panama Canal

27. How did Woodrow Wilson make the “nation safe for democracy” during World War I?

Topics: causes of entry into WWI (Luisitania, Zimmerman Telegram) wartime constitutional issues Espionage & Sedition Acts; *Schenck v. the US*; Wilson’s Fourteen Points vs. Treaty of Versailles; US failure to ratify and join the League of Nations; negative effects of huge reparations (owed by Germany) and war debts owed to us by our Allies (do this briefly to set the stage for the outbreak of WWII)

UNIT 6 - Prosperity, Depression and War: Warren G. Harding through Franklin D. Roosevelt

28. Focus: How were the presidencies of Harding and Coolidge responsible for the “roaring twenties”? (1-2 days)

Topics: uneven economic “boom” and the threats to civil rights and civil liberties: Red Scare; Sacco and Vanzetti; resurgence of the KKK; immigration quotas; prohibition and the Scopes trial; Harlem Renaissance, Flappers; Presidential scandals (Teapot Dome)

29. Focus: Did government policies in the 1920’s help bring on the Great Depression?

Topics: actions of the Harding and Coolidge administrations that helped cause the crash (buying on margin); Hoover’s belief in “rugged individualism”; Depression effects (Grapes of Wrath, Hoovervilles), Dust Bowl, Bonus Army incident

30. Focus: How did FDR’s New Deal try to end the Great Depression?

Topics: key reforms enacted during the 1st and 2nd New Deals; Supreme Court opposition and the crisis precipitated by FDR’s court-packing plan

31. Focus: Why did World War II make the US the most powerful nation in the world?

Topics: US movement from isolationism to involvement under FDR; Pearl Harbor; D- Day in Europe; use of the A-bomb to end the war in Japan

32. Focus: How did WWII transform people’s lives in the United States?

Topics: during the war: impact on women; African Americans; Japanese Americans (inc. Korematsu v US);

UNIT 7: Presidential Cold War Policies: Harry Truman to Ronald Reagan

33. Focus: How did Truman and Eisenhower attempt to use “containment” to stop the growing threat from the USSR?

Topics: beginning of the Iron Curtain; Truman Doctrine; Marshall Plan; Berlin blockade and airlift; NATO; Korean War, Eisenhower Doctrine, space race

34. Focus: How successful was John F. Kennedy’s foreign policy?

Topics: Kennedy’s domestic and foreign policy successes and failures (space program; Peace Corps; Bay of Pigs; Cuban Missile Crisis; Berlin Wall)

35. Focus: Were efforts by the Johnson and Nixon administration to contain the spread of communism in Vietnam a success?

Topics: domino theory; Tonkin Gulf resolution; Tet Offensive; Nixon and “Vietnamization”; détente, invasion of Cambodia; War Powers Act

36. Focus: How did the Ford, Carter and Reagan presidencies attempt to control foreign policy conflicts around the world?

Topics: foreign policy issues: Panama Canal Transfer Treaty (1977); Camp David Accords; Iranian hostage crisis foreign policy: interventions in Latin America; renewal of détente with Gorbachev (USSR); Iran-Contra affair

UNIT 8- Presidential Domestic Policies: Harry Truman to Ronald Reagan

37. Focus: How did the post WWII presidential administrations handle post war prosperity?

Topics: GI Bill, Baby Boom, 1950's society (Suburbs, Interstate Highways, consumer culture), John F Kennedy's "New Frontier", Lyndon Johnson's "Great Society"

38. Focus: How did the Civil Rights movement transform America in the post-war years?

Topics: Supreme Court decisions; *Brown v. Board of Ed* (1954); Little Rock – Central High School; Rosa Parks & Montgomery Bus Boycott

39. Focus: How did the Kennedy and Johnson Administrations handle civil rights conflicts?

Topics: Kennedy administration: Freedom Rides; Greensboro "sit-ins", Birmingham civil rights struggle; March on Washington; Johnson administration: Civil Rights Act and 24th Amendment (1964); Voting Rights Act (1965)

40. Focus: What domestic issues faced Nixon, Carter and Reagan in the 1970's and 1980's?

Topics: Watergate, inflation (high gas prices), Camp David Accords, "Reaganomics" (supply-side economics and deregulation);

41. Focus: How have modern presidents dealt with post- cold war foreign and domestic issues?

Topics: Persian Gulf conflict, poor economy under George H.W. Bush, NAFTA, Election of 2000, September 11, 2001 (creation of Dept. of Homeland Security), election of Barack Obama